

To whom it may concern,

In regards to the Eleventh Grade CA Draft History-Social Sciences Framework (2014-2016) it appears to address a new approach to historical learning within the classroom. The way the central unit questions are formulated build a basic understanding of how the US evolved today and why its system is the way it is. By answering such questions students will be able to gain a greater depth of understanding American histories. A challenge I noticed throughout the draft is the fact it carries a vast amount of material to cover as well as the incorporation of historical tools. I wonder how teachers' will pick and choose what seems "best" for the classroom. With the development of Common Core, the draft seems to build a lot of critical analysis and the use of different sources. The use of different sources will create a more dynamic environment that engages the students to "do" history rather than regurgitate factoids. Overall I think if teachers can combine historical knowledge with historical tools students will gain life-long skills that not only make them productive citizens but respect a sense of empathy within communities.

Sincerely,
Cristina Crissman